

Holladay Intermediate Magnet School

ARIZONA SCHOOL REPORT CARD 2003-04

1110 E. 33rd Street, Tucson, AZ 85713

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Elizabeth Redondo
Schedule : 7:30 AM to 4:30 PM
Grades : 3-5
2003 Enrollment : 177
Web Address : edweb.tusd.k12.az.us/holladay
Phone Number : (520) 225-1600
Fax Number : (520) 225-1601
E-mail : elizabeth.redondo@tusd.k12.az.us

Mission

Students and adults of many cultures learn, work and play in a safe, caring environment, where skills, talents, abilities and languages of all children are developed sharing academic and artistic experiences in a multicultural, multilingual setting.

School / Academic Goals

- ü The learning and working environment is safe, stimulating, positive, productive and enriched.
- ü The home and community collaborate to meet the educational and social needs of students and their families.

Instructional Programs

- ü Learning Disability
- ü Gifted
- ü Technology Instruction
- ü Visual and Performing Arts

Enrollment

October 1, 2002 School Year Student Enrollment : 191
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 23 minutes
First Day of School : 8/14/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Safety Issues
- ü Student Discipline
- ü Instructional Strategies
- ü Curriculum Development
- ü Parent/Educator Relations
- ü Student Achievement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	3.00	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	5	5	0	0

Shared Responsibilities

School

The mission of the school is to improve student achievement and to prepare students to be productive members of society. To be successful, the school needs the support of parents and community members.

Parents

Support homework efforts by providing time and place for homework to be done; sign all homework requested; support detention policy as stated in policy; participate in parent/teacher conferences; participate in parent meetings or school projects.

Resources Available at School Site

Special Facilities

- ü Library Media Center/Computer Lab
- ü Art Studio/Piano Keyboard Lab

Extracurricular Activities

- ü Band
- ü Orchestra
- ü Student Council

Social Services

- ü Lunch Program
- ü Health Services
- ü After School Program

Transportation Policy

Students enrolled in our Magnet Program are provided transportation from home to school districtwide. Buses are provided for students enrolled in our after school program. Neighborhood students that have to cross railroad tracks are given bus stops.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Superior rating at Music Festival. Significant improvement in reading, writing and math on Stanford 9, AIMS and CCSA.

ü One of the 'Improving' schools for TUSD.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü City Track Championship	2003
ü Improving School Rating	2003
ü Superior Rating Music Festival	1999
ü TUSD Quality School Award	1999

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	22	20	20	20
Transfers In ⁴ (Within District)	4	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	85	86
Grades 3-4	93	88
Grades 4-5	58	75

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	4898	75372	100	98	101	580	518	523	0	11	9	4	28	25	25	34	36	71	27	30
All Students (Prior Year)	65	4823	70809	NA	NA	NA	552	511	518	2	14	11	8	27	27	31	34	35	58	25	27
Female	38	2414	36901	100	99	101	586	520	524	0	10	8	3	28	25	24	34	36	74	28	31
Male	20	2484	38385	100	98	101	566	516	523	0	12	9	7	28	24	29	34	36	64	26	30
African American	NC	329	3589	NC	98	96	NC	506	501	NC	14	18	NC	35	33	NC	32	33	NC	19	16
Hispanic	19	2570	29103	100	98	99	557	509	510	0	14	12	0	32	31	36	34	36	64	21	20
Asian/Pacific Islander	--	127	1574	--	100	96	--	550	549	--	5	3	--	11	14	--	41	34	--	44	48
American Indian/Alaskan Native	--	228	5086	--	98	114	--	486	491	--	27	22	--	38	38	--	23	28	--	12	12
White	30	1644	34597	100	98	98	591	531	535	0	6	4	3	23	20	20	35	38	77	36	38
Students with Disabilities	NC	594	8057	NC	97	99	NC	490	496	NC	26	23	NC	33	31	NC	28	28	NC	14	17
Students without Disabilities	53	4304	67315	100	98	101	581	520	525	0	10	8	4	28	24	23	34	37	72	28	31
Limited English Proficient Students	NC	943	16925	NC	105	112	NC	476	482	NC	35	27	NC	41	40	NC	16	26	NC	8	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	1235	26325				--	498	504	--	20	15	--	35	34	--	29	33	--	16	18
Non-Economically Disadvantaged	58	3663	49047				580	522	530	0	9	6	4	27	21	25	35	37	71	30	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	4870	75221	100	98	101	558	517	523	0	11	8	4	19	16	46	53	56	50	17	21
All Students (Prior Year)	65	4808	70860	NA	NA	NA	547	521	524	2	11	9	19	18	17	27	43	45	52	28	30
Female	38	2405	36833	100	98	100	563	521	526	0	9	6	3	17	15	41	54	56	56	20	23
Male	20	2464	38319	100	97	101	546	514	520	0	13	9	7	20	17	57	52	56	36	15	18
African American	NC	330	3597	NC	98	97	NC	509	510	NC	14	14	NC	22	22	NC	55	53	NC	9	11
Hispanic	19	2554	29019	100	98	99	544	511	513	0	14	12	9	22	21	64	53	55	27	12	13
Asian/Pacific Islander	--	125	1572	--	98	95	--	541	536	--	3	2	--	7	9	--	51	57	--	39	31
American Indian/Alaskan Native	--	228	5071	--	98	114	--	498	502	--	24	20	--	25	27	--	43	46	--	8	8
White	30	1632	34543	100	98	97	570	528	531	0	6	4	3	15	12	30	54	58	67	25	26
Students with Disabilities	NC	594	8006	NC	97	99	NC	503	505	NC	20	22	NC	31	23	NC	39	42	NC	10	13
Students without Disabilities	53	4276	67215	100	98	101	559	518	524	0	10	7	4	18	16	45	54	56	51	18	21
Limited English Proficient Students	NC	931	16853	NC	103	112	NC	483	489	NC	41	29	NC	29	36	NC	29	32	NC	1	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	1241	26256				--	502	509	--	21	14	--	25	24	--	47	51	--	8	11
Non-Economically Disadvantaged	58	3629	48965				558	521	528	0	9	5	4	17	13	46	55	58	50	20	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	4735	73654	97	95	99	569	527	530	0	12	9	2	14	13	60	66	70	38	8	7
All Students (Prior Year)	62	4641	68592	NA	NA	NA	570	541	542	2	12	9	6	12	12	68	58	63	23	18	16
Female	37	2351	36239	97	96	99	578	535	537	0	8	7	3	12	11	48	69	72	48	11	10
Male	19	2383	37301	95	94	98	548	520	523	0	15	12	0	17	15	86	63	68	14	5	5
African American	NC	316	3488	NC	94	94	NC	521	515	NC	14	16	NC	16	18	NC	64	62	NC	6	4
Hispanic	19	2488	28348	100	95	96	554	522	520	0	14	13	0	16	17	64	65	65	36	6	5
Asian/Pacific Islander	--	126	1558	--	99	95	--	551	547	--	2	3	--	6	8	--	75	76	--	17	13
American Indian/Alaskan Native	--	216	4947	--	93	111	--	508	507	--	24	22	--	21	22	--	49	53	--	6	3
White	30	1588	33924	100	95	96	576	535	537	0	7	5	3	12	10	57	70	75	40	10	9
Students with Disabilities	NC	524	7306	NC	86	90	NC	502	506	NC	26	24	NC	24	20	NC	46	52	NC	3	4
Students without Disabilities	52	4211	66348	98	96	100	569	529	531	0	11	8	2	14	13	59	67	71	39	8	8
Limited English Proficient Students	NC	919	16422	NC	102	109	NC	486	495	NC	41	30	NC	25	27	NC	34	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	1187	25711				--	513	514	--	19	16	--	21	19	--	56	61	--	4	3
Non-Economically Disadvantaged	56	3548	47943				569	531	535	0	10	7	2	13	11	60	69	74	38	9	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	5081	76230	97	98	101	561	494	498	4	15	12	10	40	38	2	10	12	84	35	37
All Students (Prior Year)	64	5234	72888	NA	NA	NA	499	487	494	8	18	14	40	41	40	14	11	12	38	30	34
Female	28	2527	37247	97	98	100	538	494	500	0	14	11	13	41	40	4	11	13	83	34	37
Male	36	2553	38725	97	98	101	581	493	497	8	16	14	8	39	37	0	10	12	85	35	37
African American	NC	341	3594	NC	98	96	NC	481	476	NC	18	22	NC	47	46	NC	10	11	NC	24	21
Hispanic	24	2639	28100	92	99	98	532	480	482	15	19	18	15	47	47	8	10	11	62	24	24
Asian/Pacific Islander	--	114	1447	--	98	95	--	527	527	--	8	5	--	23	26	--	11	11	--	58	58
American Indian/Alaskan Native	--	196	5292	--	96	113	--	467	463	--	28	31	--	47	47	--	9	8	--	16	14
White	31	1789	35389	100	97	96	582	515	514	0	7	6	3	31	32	0	12	14	97	51	48
Students with Disabilities	14	655	9022	100	96	105	531	458	465	0	38	31	0	45	43	0	5	8	100	13	17
Students without Disabilities	50	4426	67208	96	98	100	561	496	500	4	13	12	10	40	38	2	11	12	84	36	38
Limited English Proficient Students	10	975	14826	125	110	113	453	456	460	50	34	31	25	51	51	25	7	8	0	8	10
Migrant Students	--	NC	837				--	NC	478	--	NC	19	--	NC	51	--	NC	8	--	NC	21
Economically Disadvantaged	--	1217	25037				--	471	477	--	24	21	--	49	47	--	11	11	--	17	21
Non-Economically Disadvantaged	64	3864	51193				561	501	507	4	12	9	10	38	35	2	10	13	84	40	43

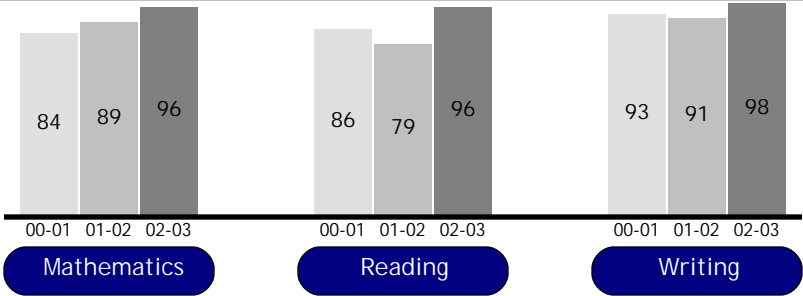
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	5082	76202	98	98	101	537	503	505	8	22	19	12	26	24	41	41	46	39	11	11
All Students (Prior Year)	64	5216	72779	NA	NA	NA	504	502	505	16	25	21	12	21	20	63	40	43	10	14	15
Female	28	2530	37231	97	99	100	533	504	507	0	20	16	17	25	24	50	43	48	33	12	13
Male	37	2551	38718	100	98	101	540	502	503	15	25	22	7	27	24	33	39	44	44	10	10
African American	NC	342	3600	NC	98	97	NC	499	497	NC	25	28	NC	33	29	NC	36	39	NC	7	5
Hispanic	25	2631	28090	96	99	98	501	496	497	29	30	28	14	30	30	50	35	37	7	5	5
Asian/Pacific Islander	--	115	1443	--	99	95	--	515	515	--	15	9	--	17	19	--	46	53	--	23	19
American Indian/Alaskan Native	--	196	5311	--	96	113	--	492	491	--	40	38	--	27	31	--	28	28	--	5	3
White	31	1796	35371	100	97	96	562	514	512	0	11	10	3	20	20	34	50	54	62	19	16
Students with Disabilities	14	656	9097	100	97	106	542	491	493	0	41	39	0	29	27	0	27	29	100	3	5
Students without Disabilities	51	4426	67105	98	98	100	537	504	506	8	22	18	12	26	24	42	41	47	38	11	12
Limited English Proficient Students	10	958	14780	125	108	113	477	485	486	75	51	50	25	31	32	0	17	18	0	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	1199	24961				--	492	495	--	37	32	--	30	30	--	30	34	--	3	4
Non-Economically Disadvantaged	65	3883	51241				537	506	509	8	18	14	12	25	22	41	44	51	39	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	4947	74692	97	96	99	535	499	502	10	20	18	13	28	27	54	44	47	23	8	8
All Students (Prior Year)	62	5062	70710	NA	NA	NA	520	506	512	6	20	17	27	27	26	55	39	42	12	14	16
Female	28	2481	36710	97	97	99	532	505	509	8	17	14	16	27	26	56	47	50	20	9	10
Male	36	2465	37742	97	95	98	537	492	495	11	24	22	11	29	28	52	40	44	26	6	6
African American	NC	336	3516	NC	97	94	NC	493	487	NC	25	26	NC	26	31	NC	46	39	NC	4	4
Hispanic	24	2565	27492	92	96	96	496	486	486	27	27	27	20	32	32	47	37	38	7	4	4
Asian/Pacific Islander	--	113	1428	--	97	94	--	526	528	--	10	8	--	22	20	--	52	54	--	17	18
American Indian/Alaskan Native	--	186	5166	--	91	110	--	472	470	--	36	39	--	33	32	--	30	27	--	1	2
White	31	1746	34785	100	95	94	560	519	517	0	10	10	7	24	23	59	53	56	34	13	11
Students with Disabilities	12	600	8428	86	88	98	524	471	472	0	37	38	0	32	30	100	28	29	0	3	3
Students without Disabilities	52	4347	66264	100	97	99	535	500	503	10	20	17	14	28	27	53	44	48	24	8	8
Limited English Proficient Students	10	928	14363	125	105	109	450	457	459	75	48	47	0	33	34	25	19	19	0	0	1
Migrant Students	--	NC	814				--	NC	475	--	NC	33	--	NC	37	--	NC	27	--	NC	2
Economically Disadvantaged	--	1178	24507				--	473	480	--	34	31	--	35	33	--	29	33	--	2	3
Non-Economically Disadvantaged	64	3769	50185				535	506	511	10	17	13	13	26	24	54	48	53	23	9	10

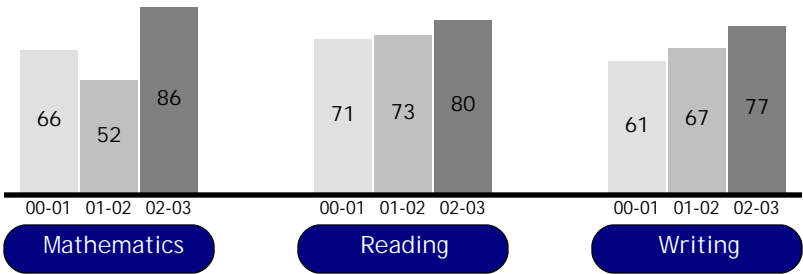
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	94	66	46	50	85	49	36	43	100	68	41	47
	Language	94	76	51	55	85	59	43	50	98	78	48	54
	Mathematics	94	70	44	53	87	51	39	50	100	76	46	54
4	Reading	97	59	52	55	91	64	41	47	100	81	47	52
	Language	97	59	47	50	90	65	39	45	100	70	44	48
	Mathematics	97	59	50	56	91	70	41	52	100	74	49	57
5	Reading	96	53	47	51	95	49	41	46	98	69	45	50
	Language	96	47	41	46	95	48	38	43	100	65	41	46
	Mathematics	96	58	47	56	95	50	43	54	100	74	49	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have developed a Comprehensive Safety Plan which has been communicated to everyone. Students follow three basic rules: Be Respectful, Responsible and Reasonable. All visitors are required to sign-in and wear visitor badges.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mary Koenig	(520) 225-1600
Transportation Policy	Nick Makres	(520) 225-4800
Community Resources	Elizabeth Redondo	(520) 225-1600
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization		
Student Health/Nurse	Kate Havens	(520) 225-1600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards